



# St Mary and St Pancras CE Primary School

## Anti-Bullying Policy

DATE APPROVED BY THE ST MARY AND ST PANCRAS CE SCHOOL BOARD OF GOVERNORS	March 2021		
NEXT REVIEW DATE	February 2023		
SIGNED (HEADTEACHER)	Ms Jules Belton	DATE	
SIGNED CHAIR OF THE GOVERNING BOARD	Mr Samuel Hopcroft Mr William Hall	DATE	

## Anti-Bullying Policy

*This example policy is intended to support all schools to develop their own policies as part of their approach to preventing and tackling bullying and schools will want to adapt the policy to reflect their individual contexts.*

For more information or support please contact [jude.clements@camden.gov.uk](mailto:jude.clements@camden.gov.uk)

### Introduction

This policy sets out the schools approach to preventing and dealing with bullying that involves pupils bullying other pupils or bullying staff:

- On the school premises;
- Outside the school eg on the way to or from school
- Online or text at school or outside school hours

Bullying related to staff is included in the Staff Code of Conduct

The policy aims to ensure that

- Governors, teaching and support staff, pupils and parents and carers have an understanding of what bullying is.
- Governors and teaching and support staff know what the school policy is on tackling and preventing bullying and dealing with it if it occurs
- Pupils and parents and carers know what the school policy is on bullying, and what they should do if bullying occurs, what they can expect of the school in dealing with bullying and what the school is doing to prevent bullying.

### Key principles

- Bullying and prejudice-based language of any kind, involving pupils, adults, staff or parents is unacceptable and will not be tolerated at our school.
- All pupils have the right to learn in an environment where they feel safe and happy
- Preventing and tackling bullying is part of the school's approach to promoting good behaviour and is supported by our commitment to providing a caring, friendly, respectful and safe learning environment for all of our pupils.
- We promote an inclusive ethos that focuses on respecting one another and celebrating difference and diversity, where bullying is never acceptable.
- We understand the devastating and lasting effect being bullied can have on some children and we will deal with all bullying incidents equally seriously, quickly and effectively
- Preventing and tackling bullying is part of our work to support pupils' social and emotional development and positive mental health and to be recognised as a healthy school.

### Definition of Bullying

We have based our definition on the Department for Education's definition in their guidance; "Preventing and Tackling Bullying" July 2017 and the definition used by the Anti-Bullying Alliance.

### Bullying is

Behaviour by an individual or group, which is repeated over time, that intentionally hurts another individual or group either online or face-to-face, where the relationship can involve an imbalance of power.

We use the acronym developed by Kidscape; S.T.O.P to explain bullying to pupils- (Several Times On Purpose)

We recognise that bullying can be:

- **physical** (pushing, hitting, punching, kicking).
- **verbal** (yelling abuse at another, name-calling, insulting someone, using verbal threats, offensive mimicry of accent and/or pretending not to understand what is said, using discriminatory language)
- **Emotional**-social exclusion, talking about children behind their back
- **indirect** (also known as social bullying or relational bullying-spreading rumours, social exclusion, disclosing another's secrets to a third party, graffiti).
- **Online** (cyberbullying) –bullying using electronic media, such as email and texts, chat rooms, blogs and social networking sites, apps, gaming, making or sharing derogatory or embarrassing images or videos of someone via mobile phones or email (eg sexting). Sexualised online bullying can be a form of sexual harassment and/or sexual violence
- A form of peer on peer abuse

People can be bullied because they are different or are perceived to be different and it is often motivated by prejudice against particular groups or because of characteristics or features about which the person under attack can do nothing. We recognise the potential for children with SEN and disabilities who might be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

Bullying can relate to

- race, religion, culture or belief (or no belief)
- special educational needs and disabilities
- young carers
- looked after children
- socio-economic and/or family background
- gender and gender identity
- appearance and size
- ability and attainment
- a person's sexuality (sexist or sexual bullying)
- a dislike or fear of someone who is or is perceived to be lesbian or gay (homophobic bullying)
- a dislike or fear of someone who is or is perceived to be bisexual or bi (biphobic bullying)
- a dislike or fear of someone who is or is perceived to be trans\* (transphobic bullying)

*\*an umbrella term used to describe people whose gender is not the same as, or does not sit comfortable with, the sex they were assigned at birth. Trans people may describe themselves using a variety of terms, including transgender, non-binary, both male and female, neither male or female (transphobic bullying)*

### **The difference between bullying and other hurtful behaviour**

Our definition of bullying does not include conflict and/or friendship problems

between children and young people or one off incidents. These problems will still be dealt with seriously to prevent them developing into bullying behaviour.

### **Developing the policy**

When developing this policy we took account of

- Preventing and Tackling Bullying DfE July 2017
- Camden's example anti-bullying policy Sept 2020
- Camden's model online safety policy for schools Sept 2020
- Keeping Children Safe in Education January 2021
- Sexual violence and sexual harassment between children in schools DfE May 2018
- Ofsted Inspection Framework Sept 2019
- Statutory responsibilities in regards to preventing and tackling bullying. See *Appendix 1 for statutory responsibilities*

### **Links to other policies**

This policy is part of our approach to promoting good behaviour and links to our policies on behaviour, equalities, online safety, child protection and safeguarding and PSHE.

### **Preventing bullying**

Our approach to preventing bullying involves direct teaching about healthy relationships, different types of bullying and its consequences, celebrating difference and diversity and promoting equality and inclusiveness and positive behaviour.

We do this through

1. *Whole school ethos and environment*
2. *Whole school activities*
3. *Curriculum*
4. *Training and support for staff*
5. *Involving pupils*
6. *Involving parents and carers*

#### **1. Whole school ethos and environment**

We aim to create a positive, safe and inclusive environment that reduces the opportunities for bullying to take place, promotes positive relationships and where pupils can discuss and report bullying and be confident that it will be dealt with effectively.

- We have high expectations of children's behaviour to show respect for each other and accept responsibility for their behaviour
- Staff model positive behaviour and communication skills both with pupils and other adults in the school.
- We teach children the kind of behaviour we expect and reward good behaviour
- Staff always challenge children when they use prejudice-based language; explaining why it is wrong and how hurtful it can be, including homophobic, biphobic and transphobic language
- We encourage children to tell an adult if they are worried or upset about anything
- We have a range of activities during break and lunchtimes that promote cooperative activities and reduce domination of the playground by rough

- games and football
- Our break and lunchtimes are well supervised and support staff are trained in organising structured activities and encouraging all children to participate
- We talk to children to find out how safe they feel in the playground and around the school
- We take particular care of children with special educational needs and disabilities, who may be more likely to be victims of bullying and make sure that they feel safe and included in school and help them to develop skills to manage emotions and relationships and handle friendship situations.
- We have an “acceptable use of computers and technology” policy and posters displayed around the school that includes information about online/cyberbullying and follow the guidance set out in Camden’s model online safety policy for schools

## **2. Whole school activities**

- We recognise and celebrate difference and diversity through displays and stories with diverse images and characters.
- We use restorative approaches for dealing with conflict.
- We support and promote national campaigns including Black History Month and Anti-bullying week
- We use ‘Points to Watch’ to alert staff to any potential situations in the playground or individual/groups of children who are having social difficulties.
- We organise specific assemblies on bullying and its consequences and what to do if pupils see or experience it
- We have a specific focus on the role of bystanders and teach children that if they witness bullying they should report it to a teacher or trusted adult, stick up for the person being bullied and make it clear bullying behaviour is wrong
- We teach about gender equality and actively challenge gender stereotypes and promote equality through displays, stories and images
- We carry out regular surveys to find out how safe children feel in school, whether they have experienced or seen bullying and how well they feel the school deals with bullying
- We hold a week of activities focused on friendship and anti-bullying to recognise national anti-bullying week
- We involve visitors from organisations that specialise in anti-bullying activities including NSPCC and Kidscape.
- We have playground friends/buddies as appropriate that ensure the playground is a safe and fun place to be; organising playground games and checking that children are happy and feel included.
- We have “worry boxes” in class and around the school for pupils to tell us about any worries they might have
- We make sure that there are no areas of the school where it is difficult to supervise pupils, eg in the playground

## **3. Curriculum**

Teaching about bullying is part of statutory Relationships Education and Health Education in all primary schools and part of statutory Relationships and Sex Education (RSE) and Health Education in all secondary schools. These become part of the curriculum from September 2020. *See Appendix 2 for the statutory content.*

Bullying prevention is covered broadly in the curriculum, covering the statutory content and with a focus on types of bullying the impact and how to report and get help, healthy and unhealthy relationships, respect for difference, stereotyping and its

consequences, prejudice and discrimination. These aspects are taught in PSHE and also covered across the curriculum through relevant subjects..

Primary pupils learn

- that bullying (online and offline) is not acceptable
- what bullying is and different types of bullying including online/cyberbullying, homophobic, biphobic and transphobic, the impact of bullying on the person, relationships and mental health and how it can develop into prejudice and discrimination, why people bully
- strategies to respond to bullying, the responsibilities of bystanders what to do about it, how to report bullying and get support
- how to prevent bullying
- about the importance of respect for others, being inclusive and celebrating difference and diversity
- that difference is positive and that we are all unique
- the negative impact of stereotypes
- skills to manage feelings, develop empathy, resolve conflict fairly, to cope with friendship problems and make and maintain healthy relationships
- how to keep safe and behave responsibly when online and how to report bullying

Every class has a weekly Philosophy for Children lesson, which is an opportunity for the class to regularly talk and listen to one another about social and emotional issues. It helps to promote positive relationships and positive behaviour and helps children share responsibility for creating a better learning and caring environment.

We use resources that enable a greater understanding of difference and diversity through their use of language, cultural attitudes and images, avoiding stereotypes and celebrating difference such as including images of people with disabilities and those with same-sex parents when teaching about families.

#### **4. Training and support for staff**

We have annual safeguarding training which includes an update of this policy and to ensure that staff know how to identify bullying, what to do if it occurs and how to prevent it. We include all school staff, including support staff, site staff, office staff to ensure a consistent approach and also because pupils may disclose bullying to any member of staff

Staff are aware of the signs of bullying that may include a child

- becoming withdrawn or changing their usual behaviour or attitude to school
- becoming distressed and upset without being able to say why
- self harming
- showing unexplained bruises or marks on their body (and some may refuse to change for PE)
- not having a dinner money or a packed lunch
- bullying others
- stealing money to give to the bully
- becoming afraid of going to school
- becoming disengaged with school
- refusing to go to school

Staff recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying,

We also provide annual safeguarding training for governors that covers our anti-bullying approach.

## **5. Involving parents and carers**

We believe that parents and carers have a crucial role in supporting the school's anti-bullying policy and in actively encouraging their child to be a positive member of the school. We ask all parents and carers to sign the Home-School agreement when their child starts school. This agreement sets out what parents and carers can expect from our school and what is, in turn expected from parents and carers. This includes our approach to preventing and dealing with bullying and is clear that bullying is unacceptable.

We have an annual school survey for parents and carers that includes questions about how well they think the school is dealing with bullying.

## **Dealing with bullying**

We aim to have a consistent approach throughout the school to deal with bullying and treat all forms of bullying equally seriously. There is guidance in the staff handbook on how bullying and prejudice-related incidents should be identified, assessed, recorded and dealt with.

We will investigate and act upon any bullying incident that is reported to school staff promptly, whether taking place at school or outside of school eg online, on public transport, outside local shops. We will also consider whether it is appropriate to notify the police of the incident.

We will communicate with parents regularly throughout the investigations.

This policy reflects our online safety policy, where there are details of how we manage online bullying incidents.

## **Reporting bullying**

Pupils can report bullying to any member of staff, but we recognise that sometimes pupils may be reluctant to report it for fear of it getting worse. We try to make it as easy as possible for pupils to report bullying through

- Worry boxes in each classroom that are emptied daily
- Asking children to identify two adults they feel comfortable speaking to at school

We also have a range of ways parents and carers can report bullying;

- Telling office staff who have been trained about bullying
- Meeting the class teacher
- Contacting the Safeguarding lead/SLT

We aim to be sensitive to the needs of parents and carers, take every incident seriously and act promptly to end the bullying.

## **Recording bullying**

Staff who identify or who are told about bullying or prejudice-based language complete a bullying incident form and log this on the school's electronic safeguarding reporting system. This is monitored by SLT.

We record all incidents of bullying and prejudice-based language and record what each type is; including race, disability, religion, ethnicity, gender, SEN, homophobic/biphobic/transphobic, and appearance.

Information is recorded about

- Whether it is defined as a one-off incident or persistent bullying
- The type of incident or bullying e.g. racist, sexist
- The kind of behaviour e.g. verbal, physical, online/mobile phone
- A description of what happened and who was involved
- How the incident or bullying was dealt with and resolved
- How parents were involved
- Whether as a result of the response the incident or bullying has stopped
- Pupils involved in the incident or who have been bullied and their parents will be asked for feedback on how well they felt the school dealt with the it

Records of one-off incidents and bullying are reviewed to ensure they have been resolved effectively.

Data on bullying incidents are reported to governors each term, including numbers of incidents, types of bullying and a summary of how they have been resolved.

### **What will we do if we know someone is being bullied?**

We will

- Identify a senior member of staff to investigate
- Support the child and talk with them about what has happened and what they would like to happen
- Record the incident on our bullying incident form (see Appendix 3 for our bullying incident form)
- Investigate the incident and talk to each child involved including bystanders, separately to find out what has been happening and why
- Tell the parents/carers involved and keep them informed of how the incident is being dealt with and whether the bullying has stopped.
- Spend time talking to the child who has been or is being bullied to see if they would like further support such as counselling or from any interventions to support them
- Talk with others that have been bystanders to the bullying, about how they could stop bullying in the future and offer support if needed
- Continue to monitor the situation to ensure that the bullying has stopped and intervene if the bullying appears to be carrying on or to have started again.

### **What will happen to the child who has been bullying (perpetrator)?**

We will

- Support the child who has been bullying
- Investigate the incident and talk to the child involved and find out what has been happening and why
- Explain to the child who is bullying why their behaviour is wrong and try to help them to see this for themselves. Be clear that bullying is not tolerated at school and that their behaviour must not be repeated
- Expect the child to apologise for their behaviour and agree to stop
- Spend time talking to the child who has done or is doing the bullying and try to find out if there are underlying reasons for their behaviour and if they could

benefit from support or interventions to help them manage their behaviour and/or develop their personal and social skills

- Use appropriate approaches eg restorative approaches which hold the child who is bullying accountable for their actions and deters them from bullying again.
- Use formal sanctions, such as keeping them in at lunchtimes or missing a special event. The sanction used will depend on the severity and persistence of the bullying behaviour and is explained in our Positive Learning Behaviour Policy under persistent inappropriate behaviour. Where appropriate we will also impose further sanctions, such as exclusion

We will also reinforce to all pupils that bullying behaviour is wrong and unacceptable

### **Evaluation of any Bullying Incident**

Following any bullying incident we ask the pupil who has been bullied and their parent/carer for feedback about how the school dealt with the bullying incident and use this to review our approach and make changes as needed. We analyse data on bullying to help plan future actions to reduce bullying and eliminate discrimination.

### **Support for pupils and parents**

#### *Advice to pupils*

- If you are a victim of bullying (whether in or outside of school), it is very important to tell somebody you trust. You can tell a member of staff or anyone you want to talk to.
- Being the target of a bully is never your fault and the school will always take you seriously and take action to stop the bullying and support you to feel safe again
- If you cannot tell anyone at school, you can tell your parents who will tell us.
- You can also email, text and have an online chat with a counsellor at Childline. Their website is: <http://www.childline.org.uk>
- Friends of those targeted by bullies should tell staff or a parent
- Nobody deserves to be bullied– remember, you have a right for this not to happen to you and it is not weak to tell someone

#### *Advice to bystanders*

Do not ignore or support bullying behaviour if you see it happening to someone else. If you do see someone being bullied please:

- Do not join in even if you feel pressured to do so
- Tell a member of staff what you have seen
- Tell your parents or carers or someone else you trust
- If you feel safe to do so, tell the bully/bullies they should stop
- You could tell the person who has been bullied that you don't agree with what's happened. When people are bullied they can feel very alone and can blame themselves, so it's good to have support
- If you are not sure what you should do, you could call Childline which is a confidential advice service for children. The number is: 0800 1111
- You can also email, text and have an online chat with a counsellor at Childline. Their website is: <http://www.childline.org.uk>

#### *If you are bullying someone*

- Stop

- Talk to someone about what you're doing and ask for help to understand and change your behaviour – and to find out how you can apologise and make amends to the person you've been bullying.
- If you are not sure what to do, you could call Childline which is a confidential advice service for children. The number is: 0800 1111. You can also email, text and have an online chat with a counsellor at Childline. Their website is: <http://www.childline.org.uk>  
They won't judge you and they understand that there are often many reasons why children and young people bully others, sometimes because they themselves have been bullied.

### **Guidance for parents and carers**

If you are concerned your child might be being bullied or your child has told you they are being bullied

- Take time to listen to your child and stay calm
- Suggest that the best way to deal with any bullying is to talk to the school and never to fight back
- Find out how long it has been going on for
- Explain to them that bullying is unacceptable and that no one should have to put up with it. Promise to do all you can to stop it.
- Write down what your child has said. If it involves cyberbullying, keep any evidence of emails and texts
- Encourage your child to talk to their teacher or someone at the school
- Never intervene with other children or children's parents, but let the school know.
- Contact your child's class or form teacher as soon as possible to let them know your concerns. The school will take any incident of bullying extremely seriously and will deal with it quickly to find out why it has happened and to prevent it happening again
- Staff may not know about the bullying and will need to know what has happened and will discuss with parents and carers action to be taken
- Staff will update parents and carers about what they are doing to resolve the issue and when it has been resolved
- If you are not satisfied with the response you get and any action taken, you should contact the Headteacher with your concerns.
- If you remain dissatisfied with the way the school has dealt with the incident, you should follow the school's complaints procedure, as detailed on the school's website

#### *What to do if your child is bullying someone else?*

It can be a shock to parents and carers that their child could be bullying another child in the school. There are many reasons why some children and young people bully others. Sometimes it's because they are copying someone at school or elsewhere, or being encouraged to bully or that they have been a victim of bullying themselves. It may be hard to spot although one sign could be that they come home with toys, food and other things that you have not bought for them.

Children who bully others may also suffer from long lasting consequences and may continue with bullying behaviour into their adult lives. It is important that children receive help and the issues are dealt with straight away. You should:

- Talk with your child and explain why bullying is wrong

- Make an appointment to speak to their class teacher or form tutor to talk about how the bullying can be dealt with

There are websites with advice for parents and carers;

### **Anti-bullying Alliance**

<https://www.anti-bullyingalliance.org.uk/tools-information/advice-parents>

### **Bullying Uk**

<https://www.bullying.co.uk/bullying-at-school/>

Part of Family Lives [www.familylives.org.uk](http://www.familylives.org.uk) Free helpline (previously known as Parent Line) 0808 800 2222

### **Kidscape Parent Advice Line**

<https://www.kidscape.org.uk/advice/parent-advice-line/>

Free helpline 020 7823 5430 Mon-Wed 9.30-2.30

### **NSPCC**

<https://www.nspcc.org.uk>

Free helpline if someone is worried about a child 0808 800 5000

## **Roles and responsibilities**

The *Headteacher* will:

- Have overall responsibility to ensure the effective implementation of the school's anti bullying strategy

The *Headteacher or member of staff responsible for anti-bullying* will

- Ensure that the policy is implemented and reviewed regularly
- Provide a termly report of incidents of bullying to the governing body
- Monitor bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and take action if there is a cause for concern
- Provide a report on the effectiveness of the anti-bullying policy
- Ensure the policy is regularly publicised to the whole school community and the message that bullying is not accepted is reinforced through whole school activities and information
- Ensure that all staff receive sufficient training to be equipped to identify and deal with bullying
- Regularly review the policy in the light of any incident
- Include regular updates to staff through the annual safeguarding training
- Include information in the newsletter/on the website about what the school is doing to prevent and tackle bullying

The *Governing Body* will

- Support the Headteacher in all attempts to eliminate bullying from our school as part of their safeguarding responsibility
- Require the Headteacher to keep accurate records of all incidents of bullying and report on them to the governing body on a termly basis.
- Require the Headteacher to report annually to the governors about the effectiveness of school anti-bullying strategies
- Require the Headteacher to review and keep up to date the anti-bullying policy
- Notify the Headteacher of any request from a parent or carer to investigate incidents of bullying

The *member of staff responsible for investigating bullying incidents* will

- Support the child that has been bullied
- Take statements from all the pupils involved, including any bystanders
- Communicate with parents and keep them updated throughout the investigation
- Issue sanctions and conduct restorative justice meetings in order to prevent further incidents
- Discuss with relevant staff to identify any further support needs for the pupils involved-both the pupil that has been bullied and the pupil that has bullied
- Monitor the situation to ensure the bullying has stopped
- Gather feedback from those involved about how the incident was dealt with

*All members of staff* will

- Record and report all incidents of bullying quickly
- Listen to the concerns of pupils
- Be vigilant around the school
- Role model healthy and respectful relationships
- Promote equality and deal effectively with any prejudiced-based language

### **Key contacts**

- Staff responsible for anti-bullying
- Staff responsible for investigating bullying incidents
- Lead Governor
- On-line safety

### **Sharing the policy**

Key information from this policy will be incorporated into the following documents

- Staff Handbook
- Governor Handbook
- Home-school agreement

A full copy of this policy is freely available to parents and carers on request and a copy is on the Parent's and carer's notice board and on the school website. All new parents and carers and pupils receive a copy. Copies are supplied to other professionals whose work relates to bullying prevention or who may be involved in its delivery.

### **Appendices**

#### **Appendix 1 Statutory responsibilities in regards to preventing and tackling bullying.**

*Section 89 of the Education and Inspections Act 2006:*

- Every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- Headteachers can discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

*Equality act 2010*

We are committed to eliminating discrimination, harassment and victimisation through addressing prejudice and prejudice based bullying. This is part of the Public Sector Equality Duty which is required under the Equality Act 2010 and covers these protected characteristics; disability, gender, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity.

*Safeguarding children and young people-Children Act 1989*

- A bullying incident will be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff will report their concerns to Camden Local Authority
- Even where safeguarding is not considered to be an issue, we will draw on a range of external services to support the pupil who is experiencing bullying, and to tackle any underlying issue which has contributed to a child engaging in bullying.

*Criminal law*

- Bullying in itself is not a specific criminal offence. However some types of harassing , threatening behaviour or communications , could be a criminal offence, for example under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender.
- If staff feel that an offence may have been committed they will seek assistance from the police.

*Bullying outside school premises*

- Headteachers have a specific statutory power to discipline pupils for poor behaviour when they are outside of the school premises and not under the lawful control or charge of a member of school staff
- This could relate to bullying incidents occurring anywhere off the school premises, such as on school or public transport or outside local shops
- Where bullying outside school is reported to school staff, it should be investigated and acted on.
- The Headteacher should also consider whether it is appropriate to notify the police or local authority
- If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

**Appendix 2** Statutory Relationships Education, RSE and Health Education Content related to anti-bullying

<b>By the end of primary pupils should know that</b>	<b>By the end of secondary pupils should know that</b>
<i>Relationships Education (respectful relationships)</i> about different types of bullying (including cyberbullying), the impact of	<i>RSE (respectful relationships including friendship)</i> about different types of bullying (including cyberbullying), the impact of

bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	bullying, responsibilities of bystanders to report bullying and how and where to get help.
<p><i>Health Education (mental wellbeing)</i> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p><i>Health Education (internet safety and harms)</i> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p>	<p><i>Health Education (internet safety and harms)</i> how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours</p>

### Appendix 3 Bullying incident form

Recording and Monitoring Form 2020-2021

Bullying incidents between pupils

### General Details

<b>Date of incident</b>	
<b>Information about the pupil that has been bullied</b>	
<b>Name</b>	<b>Which Year are they in?</b>
<b>Has the pupil been bullied before?</b>	<b>Yes/ No</b>
<b>Information about the pupils (s) that have been bullying</b>	
<b>Name</b>	<b>Which Year are they in?</b>
<b>Has the pupil been involved in bullying before?</b>	<b>Yes/ No</b>
<b>Information about any other pupils that were involved</b>	
<b>Name(s)</b>	<b>Which Year are they in?</b>

Please describe their involvement	
Information about any other pupils that were involved	
Name(s)	Which Year are they in?
Please describe their involvement	

**Bullying took place** (please tick all that apply and add detail about where, if applicable)

<b>Off school site</b>	<b>Classroom</b>	<b>Corridor</b>	<b>Playground</b>
<b>School gate</b>	<b>Toilets</b>	<b>Other (please specify)</b>	

**Time** – (please tick all that apply)

<b>Playtime/lunchtime</b>	<b>Lesson time</b>	<b>Before school</b>	<b>After school</b>	<b>At weekend/In the holidays</b>
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*Please give details of the type of bullying you are recording. (Please tick below)*

<b>Racist</b>	<b>Sexist</b>	<b>Homophobic</b>	Biphobic	Transphobic	SEN or Disability	<b>Other</b> (please specify eg the way they look, size, appearance, clothes they wear)
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**Form of bullying** (please tick below)

<b>Direct Physical</b>	<b>Direct Verbal</b>	<b>Emotional</b>	<b>Indirect</b>	<b>Online</b>
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**How has this bullying incident been dealt with?**

Please provide details of how the incident was dealt with in the box below.

Has the bullying stopped?	Yes/ No <b>(please include a date)</b>
Ongoing monitoring and support <b>(what monitoring and support has been given to the pupils involved (bullied and perpetrator)? Eg check/review to ensure bullying has stopped</b>	
What changes (if any) have been made as a result of dealing with this bullying incident?	
Feedback from the child who has been bullied and their parent about how the school dealt with the bullying	

This form was completed  
by.....

Date completed.....

Signature of Head.....